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ABSTRACT

This booklet is one of five related publications that delineate the program developed by the District of Columbia Public Schools for fulfilling the district's educational mission. The heart of this effort is the design and implementation of a districtwide competency-based curriculum for the prekindergarten level through grade 12, plus the development of attendant organizational structures and planning and evaluation strategies. This particular volume is a prospectus that provides an overview of the goals, priorities, and strategies for the entire program and briefly describes the content of the other four volumes. Most of the prospectus consists of two detailed charts that outline the major tasks to be accomplished during the program and allocate the primary responsibility for different tasks among the district's eight administrative divisions and offices. (JG)

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PROSPECTUS

FULFILLING THE MISSION...

A PROGRAM FOR EXCELLENCE, EFFICIENCY AND EFFECTIVENESS

EA 009 019

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA

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Penn Center
Division of Planning
Communications and Public Relations Branch
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Office of the Superintendent
Division of Planning
Office of State Administration
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A MESSAGE FROM THE SUPERINTENDENT

The District of Columbia Public Schools serve a community faced with a range of educational, financial, and political problems. It is only through dedicated and combined efforts of the Board of Education, school personnel parents, and community residents that we will be able to maximize the role of public school education. We must meet the problems in a manner that will provide quality education for all children. In implementing the policies established by the Board of Education, we need and will seek the assistance of business, social, civic, religious, educational, and other special interest groups in efforts to fulfill our goals.

This Administration pledges itself to the goal of providing for the maximum development of each individual child, regardless of that child's ethnic, economic, social, or religious background or where that child might live within the boundaries of the District of Columbia

We believe that every child has an inalienable right to the tools which will enable him to achieve his personal goals and fulfill his obligation to society. The school and the community share the obligation of providing every child with these tools.

We believe that every child has the ability to learn, and that we must build on this positive

assumption. School personnel have the responsibility to facilitate learning and to provide a variety of educational experiences which will enable every student to develop the necessary tools for successful living.

It is my hope, therefore, that we can create a working atmosphere in which all school employees and citizens join ranks in recognizing and developing the potential of every student.

Vincent E. Reed
Superintendent of Schools

FULFILLING THE MISSION . . .

A Program
For
Excellence,
Efficiency and
Effectiveness

Prospectus

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Vincent E. Reed
Superintendent

MISSION OF THE PUBLIC SCHOOLS

DISTRICT OF COLUMBIA

To promote excellence by providing a viable and comprehensive instructional program (prekindergarten through twelfth grade) leading to the attainment of knowledge, competencies and skills which upon completion will enable each student to function as a useful citizen.

October 1976

PROSPECTUS

A PROGRAM FOR EXCELLENCE, EFFICIENCY AND EFFECTIVENESS delineates the plans which are to be implemented in fulfilling the mission of the Public Schools of the District of Columbia. That mission is to promote excellence by providing a viable and comprehensive instructional program leading to the attainment of knowledge, competencies, and skills which will enable each student to function as a useful citizen. Experience has shown that this will require a systemic thrust which provides for diversity, but which has a singleness of purpose – the improvement of the quality of life and thinking in the classroom or learning center. It is essential that strategies be designed which will enhance the mobilization of such a thrust.

The plans contained in these documents represent the strategies which have been devised for the coming year. They are the result of staff members sharing the responsibilities for affirming the goals of the school system, formulating priorities, and providing creative leadership to promote the efficient and effective operation of the school system.

The stated mission has led to the establishment of four major goals:

Goal I — To promote academic excellence for the attainment of knowledge, competencies, and skills.

Goal II — To ensure the active participation of all components of the District of Columbia Public Schools in the implementation of a systemwide Competency-Based Curriculum.

Goal III — To develop a systematic plan for the continuous assessment and evaluation of educational needs and achievement.

Goal IV — To make significant improvements in the level of service and the efficiency of operations in the major support areas of management services and to maintain those levels of support services necessary to the mission of the school system.

To achieve these goals, it is necessary to set priorities. However, it must be recognized that the formulation of priorities will be constantly affected by current economic, political, and societal factors which will continue to influence the outcomes of the educational programs for our students.

Six major long-term priorities have emerged which will guide us in our efforts to achieve the mission of the Public Schools of the District of Columbia. These priorities will require the extensive collection and analysis of data, exhaustive planning and evaluation, and the active inclusion of parties concerned with the welfare of students and the public schools.

The six priorities are:

To design components for an instructional plan containing a systemic thrust for the Competency-Based Curriculum.

To design a delivery system for educational programs and services.

To determine the organizational schema for the accomplishment of goals and objectives within the given resources which includes central administration and the regions.

To develop a system for comprehensive planning and formulate plans for the utilization of resources.

To make significant improvements in the level of service and the efficiency of operations in the major support areas of management services.

To develop an accountability plan which includes criteria for employee performance and progress and a system for evaluating student and employee performance and progress.

In refining these plans and progressing toward implementation of each of the stated priorities, working groups will assist in the completion of specified tasks. As some tasks are completed, the plans will be implemented immediately. For other tasks that require extensive interfacing of the numerous and complex components, appropriate timetables will be developed.

For the past eleven months, this Administration has been going through the arduous process of identifying and resolving the immediate concerns of disparate groups, including the Board of Education, staff members, students, professional and support personnel, and parents and other members of the community. Each group has made vital contributions within formal and informal settings, thus providing the input which was necessary in determining the next steps. The active participation of numerous persons for broad-based input in goal-setting, planning, decision-making, implementation of plans, and the assessment and evaluation of progress will be sought on a continuing basis. The model for input must remain flexible for the very nature and complexity of the District of Columbia school system necessitate a cooperative, developmental, and transitional process to effectuate and reconcile elements of change.

In order to reach the goals which have been set, the commitment will be to embark on a continuing program of encouraging creative professional leadership at all levels of responsibility and to promote effective operation of the District of Columbia Public Schools.

To improve the quality of life and thinking in the classroom, the **prime goal** will be to stimulate the development of a more positive image for the school system by recognizing and supporting creative efforts and promising practices in order to promote academic excellence. All students have the ability to learn and the school system must work to restore students' confidence in their own abilities and in the school's commitment to nurture those abilities. Parents must be persuaded to take a more active role in their children's educational growth. By encouraging and supporting new efforts on behalf of children by school personnel and the community-at-large, the combined effort which is needed to maximize the effectiveness of public education in this city can become a reality.

Goal II was established as a result of the growing concern within the District of Columbia as well as across the United States about the low levels of student achievement. Parents, students, teachers, and administrators are asking questions about the quality of the product of our schools. Many reasons are being given for the sharp downward trend in the academic preparation of students -- the effects of television, the breakdown of the family structure, the effects of a permissive society, poor teachers, ineffective administrators, racial isolation, etc. More significant, however, is the fact that school districts throughout this country are now seeking ways to reverse the downward trend in student achievement through improvement in the quality of instructional and educational experiences for students.

The impetus to design a Competency-Based Curriculum for the District of Columbia Public Schools evolved from the efforts of groups of teachers, regional staff, supervising directors, representatives of the Teachers' Union and Council of School Officers and central administration, all of whom hold a strong conviction that every student is entitled to a viable and comprehensive curriculum which reflects:

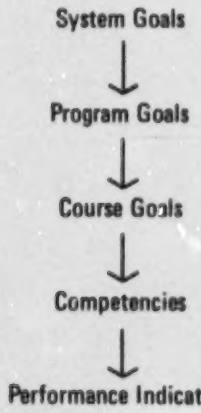
A focus on the student's needs, interest, and abilities which will enable him/her to function in the world community;

A delineation of life-related performance tasks;

The availability of alternatives in the instructional program;

A commitment to foster the development of a positive self-concept in the students.

In designing a Competency-Based Curriculum, a goal hierarchy will be developed which will include:



The advantages of this approach are: the inclusion of survival skills (defined as knowledge, understanding, and those skills needed by the individual to function at a minimally acceptable level) as an integral part of the curriculum; the establishment of competencies representing essential skills which are an integral part of the regular instructional program; the development of a hierarchical system in which each course will have its place in the development of a comprehensive Pre-kindergarten - 12 instructional program.

Three critical elements of a Competency-Based Curriculum are:

Competency

Performance Indicator

Criterion Reference

Since many school districts have not developed or implemented a goal-based curriculum model, William K. Worrell[1] provides the following general definitions:

1. Competency: One of the items in the subset of the total universe of skills and knowledges which:

   a. Is offered by the district.

   b. Every student must demonstrate as a requirement for graduation.

   c. Can be demonstrated by behaviors that are directly measurable.

   d. Is based on learnable skills and knowledges (rather than innate physical characteristics).

   e. Represents the community's expression of the minimum skills and knowledges essential for basic education.

   f. Contains referent and statement of required skills and/or knowledges.

   g. Is conceptually one level above measurement in a goal-based curriculum model.

2. Performance Indicator: A statement of student behavior which:

   a. Provides evidence about the levels of competency performance.

   b. Is observable and measurable.

   c. Meets criterion of content validity, objectivity, and reliability.

   d. Contains the following components:

      - actor
      - action
      - special conditions, if any.

3. Criterion Reference: A statement of performance which:

[1]William K. Worrell, **"Designing and Implementing Competency-Based Education,"** paper presented at a National Academy for School Executives Seminar, Colorado Springs, Colorado, August 5, 1976, pp. 14-15.

a. Is keyed to a specific performance indicator.

b. Identifies the minimal level of proficiency required for success on the performance indicator.

In the Competency-Based Curriculum, the learner will be provided with alternative ways to develop the required competencies. Research has revealed that individuals possess different learning styles. Since the emphasis of CBC will be on achievement of specific objectives and not on the ranking of learners, efforts will be made to increase the probability of learner success through the provision of different instructional routes. The learner, with the guidance of the teacher, may select the learning route which is most compatible with his/her learning style. In selecting a route to follow, the learner may choose a lecture, list of selected readings, videotape, slide-tape package, programmed instructional manual, or other options. Should the alternative selected by the learner prove unsuccessful, other experiences or options will be available for the recycling process. The characteristics of a CBC Classroom or CBC Learning Center follow:

- The curriculum is developed and sequenced in terms of goals, objectives, performance tasks, enabling objectives, and competencies to be mastered by the students.
- There are provisions for diagnosis of each student's needs.
- The student learns at his own rate.
- There are provisions for different learning routes to meet the needs of students' different learning styles.
- Objectives are behaviorally stated and they are shared with the student at the beginning of the learning sequence.
- Criterion-referenced tests are used for evaluation.
- Varied teaching strategies are used to meet the needs and interests of individual students.
- The assessment task for each objective is validated.
- Teacher success is based on the specifications of CBC.

During the process of developing the Competency-Based Curriculum for the District of Columbia Public Schools, a "universe" of competencies will be delineated, and from this network, the graduation competencies -- those considered essential -- will be selected.

The development of a Competency-Based Curriculum provides a unique opportunity for the school system to gear itself to support learning effectively. The business of our school system is the education of students; therefore, each component of the school system must play a vital role in the development and implementation of the proposed plan. There are a number of identified major tasks for the Office of the Superintendent, the Office of Instruction, Office of Educational Programs and Services, the Division of Planning, the Division of Research and Evaluation, the Office of State Administration, the Regional Offices, and the Office of Management Services. Adjustments will be made in the task network in accordance with the realignment of central administration.

The initial tasks will be associated with the development of the following components of **A Design for a Competency-Based Curriculum:**

Rationale, Goals and Objectives, Skills Classification Categories, and Performance Tasks in Instructional Areas

Competencies

Criteria for Performance Tasks

Model for Test Development and Testing Program

Teaching - Counseling Support Model

Staff Development

Instructional Materials and Equipment Selection Process

Management Support Plan

System Implementation Model

Regional Implementation Models

Local School Implementation Models

Community Participation Plan

Public Information Plan

Monitoring System

Auditing System

Budgetary Plans

The first component, Rationale, Goals and Objectives, Skills Classification Categories, and Performance Tasks in Instructional Areas, has already been developed by the Curriculum Advisory Committee.

Chart I and Chart II delineate the major tasks and the sequence in which they are to be accomplished during the development of the Competency-Based Curriculum.

In keeping with Goal III, the Division of Research and Evaluation has developed an Evaluation System for the District of Columbia Public Schools. The purpose of the Evaluation System is to collect pertinent data on students, test results, instructional programs, instructional materials, teachers and schools, and to establish a data bank. The data are to be used to assess programs on a system-wide basis. Thirty-four elementary schools are presently included in the Evaluation System and represent each of the six regions.

It is the goal of the District of Columbia Public School System to expand the Evaluation System to include all public schools. Through this systematic collection, storage and analysis of data, the Board of Education, administration, teachers, parents and others with specific interests will be provided with information necessary to make meaningful decisions leading to the best possible educational programs for our students.

Goal IV addresses the need to make significant improvements in the level of service and the efficiency of operations in the major support areas of management services and to maintain those levels of support services necessary to the mission of the school system.

The school system has long been criticized for the lack of control procedures in the management area. There have been many studies and some fragmented attempts at implementation of recommendations emanating from these studies.

On November 19, 1976, the Board of Education mandated that the administration move to establish major control procedures in the management area to insure that available resources are utilized to the maximum possible extent.

Strategies for change, focused on the administration or the classroom, invariably mean altering well established ways of doing things. Routine behavior, which is by its very nature comfortable and secure, must be restructured to accommodate the introduction of the new and different. There is always some resistance to change but the school system is presently faced with an imperative to develop excellence in the students and efficiency and effectiveness in educational and instructional programs and services.

The Prospectus provides an overview of the goals, priorities, and strategies for the improvement of the Public Schools of the District of Columbia. **"Fulfilling the Mission...A Program for Excellence, Efficiency and Effectiveness"** is organized in four volumes as follows:

Volume I:	A Design for a Competency-Based Curriculum Pre-kindergarten - Grade 12
Volume II:	A Design for the Delivery of Educational Services
Volume III:	The Organizational Schema
Volume IV:	Planning - Part I Research and Evaluation - Part II

CHART I

MAJOR TASKS TO BE ACCOMPLISHED IN THE DEVELOPMENT

OF

A DESIGN FOR A COMPETENCY-BASED CURRICULUM

PRE-K - 12

1.0 Office of the Superintendent

1.1 Establish a Curriculum Advisory Committee

1.2 Accept the report of the Curriculum Advisory Committee

1.3 Brief all division heads on CBC

1.4 Brief the Board of Education on CBC concept and recommend approval of concept

1.5 Name and convene CBC Advisors

1.6 Design a city-wide community participation plan

1.7 Design a public information plan for CBC which includes television and radio coverage at least monthly

1.8 Develop a plan for informing the Board of Education on the status of CBC implementation

1.9 Determine collective resources needed to implement CBC

1.10 Delineate performance objectives to accomplish CBC responsibilities

1.11 Identify resources needed

2.0 Division of Instruction

2.1 Coordinate the development of the design and implementation model for CBC

2.2 Assist the Curriculum Advisory Committee in the development of the sequence of behavioral tasks, along the Pre-k through 12 continuum and in the identification of skills needed to perform the tasks

2.3 Submit the report of the Curriculum Advisory Committee to the Superintendent for acceptance

2.4 Determine roles and functions of: CBC Instructional Coordinating Team and CBC Implementation Team

2.5 Establish a CBC Instructional Coordinating Team which includes representatives of reading, English/linguistics, mathematics, social science, art, science, music, physical education and media

2.6 Establish a CBC Implementation Team consisting of Regional Curriculum and Staff Development Coordinators, Special Education, Career Development, and Bilingual Education Coordinators, three teachers (elementary, junior high, senior high) from each Region, three principals (elementary, junior high, senior high) from each Region, and representatives of Special Education and Vocational Education (one per Region)

2.7 Delineate competencies

2.8 Establish a Test Development Unit

2.9 Develop criterion for each performance task

2.10 Develop criterion-referenced test items

2.11 Design plan for field testing criterion-referenced test items

2.12 Develop a plan for the instrumentation of criterion-referenced test items

2.13 Develop recommendations on check points for student assessment

2.14 Develop a CBC testing program

2.15 Develop an instructional materials selection process

2.16 Review all proposals for funding to determine if they support CBC

2.17 Delineate performance objectives to accomplish CBC responsibilities

2.18 Identify resources needed

3.0 Division of Planning

3.1 Conduct a system's needs assessment

3.2 Provide technical assistance in short and long-range planning for CBC

3.3 Review all proposals for funding to determine if they support CBC

3.4 Update facilities requirements

3.5 Update equipment standards lists for facilities

3.6 Assist Division of Instruction in updating instructional materials selection list

3.7 Delineate performance objectives to accomplish CBC responsibilities

3.8 Identify resources needed

4.0 Division of Pupil Personnel Services

4.1 Develop inservice package on: purposes and techniques of testing to determine effectiveness of instruction and student progress

4.2 Develop a model for a CBC teaching-counseling support role for counselors

4.3 Develop a model for a test development unit

4.4 Develop a CBC staff development design on testing

4.5 Delineate performance objectives to accomplish CBC responsibilities

4.6 Identify resources needed

5.0 Division of Research and Evaluation

5.1 Compile bibliographies on CBC

5.2 Collect data on implementation of CBC nationally

5.3 Develop a CBC proposal review checklist

5.4 Develop recommendations on checkpoints for assessing CBC implementation

5.5 Design a CBC monitoring system

5.6 Design a CBC auditing system

5.7 Delineate performance objectives to accomplish CBC responsibilities

5.8 Identify resources needed

6.0 Office of State Administration

6.1 Identify federal funds which may be used to support CBC

6.2 Review all proposals for funding to determine if they support CBC

6.3 Develop a plan for the interfacing of Federal Programs with CBC...including staff development

6.4 Design a staff development workshop for Federal Program directors on CBC

6.5 Develop a design for involving local universities, private industry and federal agencies in the implementation of CBC

6.6 Delineate performance objectives to accomplish CBC responsibilities

6.7 Identify resources needed

7.0 Regional Offices

7.1 Develop plan for providing leadership in the implementation of CBC on the regional level, including:

- cooperative use of resource teachers
- staffing patterns
- models for interchange of ideas, materials and human resources
- prototype schools, cluster of schools, or classes within a school
- staff development

7.2 Direct the establishment of a "Local School Competency-Based Curriculum Committee" in each school, consisting of principal, counselor, media specialists, teachers (elementary: one primary and one intermediate; junior high and senior high: one English, one mathematics, one science) one parent representative and the President of the Student Council

7.3 Develop a plan for providing instructional support services for CBC

7.4 Design a Regional CBC community participation plan

7.5 Delineate performance objectives to accomplish CBC responsibilities

7.6 Identify resources needed

8.0 Office of Management Services

8.1 Develop a budgetary plan to support CBC

8.2 Develop an identification plan for personnel to support CBC

8.3 Develop a CBC plan for expediting the processing of requisitions, purchasing and delivery of textbooks, supplies and equipment

8.4 Develop an operational plan for upgrading maintenance of equipment and facilities

8.5 Develop a CBC process for expediting the purchase of outside services, i.e., printing, consultants, to support CBC

8.6 Cost out programmatic elements of CBC

8.7 Design a plan to accomplish scoring of CRTs, CBC scheduling, CBC monitoring of students progress

8.8 Assist the Division of Instruction and Division of Planning in exploring feasibility of using system's computer capability in implementation of CBC

8.9 Delineate performance objectives to accomplish CBC responsibilities

8.10 Identify resources needed

NOTE: All required plans are to be submitted to the Office of Instruction

MAJOR TASKS TO BE ACCOMPLISHED IN THE DEVELOPMENT OF

A DESIGN FOR A COMPETENCY-BASED CURRICULUM

PRE-K - 12

CHART II

CODE

1.0	S	=	Superintendent's Office	5.0	DRE	=	Division of Research and Evaluation
2.0	OI	=	Office of Instruction	6.0	OSA	=	Office of State Administration
3.0	DP	=	Division of Planning	7.0	RO	=	Regional Offices
4.0	PPS	=	Pupil Personnel Services	8.0	OMS	=	Office of Management Services

CHART II

MAJOR TASKS TO BE ACCOMPLISHED IN THE DEVELOPMENT OF A DESIGN FOR A COMPETENCY-BASED CURRICULUM PRE-K - 12

	TASKS	PRIMARY RESPONSIBILITY ALLOCATIONS							
		1.0 S	2.0 OI	3.0 DP	4.0 PPS	5.0 DRE	6.0 OSA	7.0 RO	8.0 OMS
1.1	Establish a Curriculum Advisory Committee.	X							
2.1	Coordinate the development of the design and implementation model for CBC.		X						
2.2	Assist the Curriculum Advisory Committee in the development of the sequence of behavioral tasks, along the Pre-k through 12 continuum and in the identification of skills needed to perform the tasks.		X						
2.3	Submit the report of the CAC to the Superintendent for acceptance.		X						
1.2	Accept the report of the CAC.	X							
1.3	Brief all division heads on CBC.	X							
1.4	Brief the Board on CBC and recommend approval.	X							
1.5	Name and convene CBC Advisors.	X							
2.4	Determine roles and functions of: CBC Instructional Coordinating Team and CBC Implementation.		X						
3.2	Provide technical assistance in short and long-range planning for CBC.			X					
5.1	Compile bibliographies on CBC.					X			
5.2	Collect data on implementation of CBC nationally.					X			
6.1	Identify federal funds which may be used to support CBC.						X		
2.5	Establish a CBC Instructional Coordinating Team.		X						

	TASKS	PRIMARY RESPONSIBILITY ALLOCATIONS							
		1.0 S	2.0 OI	3.0 DP	4.0 PPS	5.0 DRE	6.0 OSA	7.0 RO	8.0 OMS
4.2	Develop a model for CBC teaching-counseling support role for counselors.				X				
5.3	Develop a CBC proposal review checklist.					X			
6.3	Develop a plan for the interfacing of Federal Programs with CBC.						X		
1.6	Design a city-wide community participation plan.	X							
1.7	Design a public information plan for CBC which includes television and radio coverage at least monthly.	X							
2.6	Establish a CBC Implementation Team.		X						
6.4	Design a staff development workshop for Federal Program directors on CBC.						X		
6.5	Develop a design for involving local universities, private industries and federal agencies in the implementation of CBC.						X		
7.1	Develop plan for regional leadership in CBC implementation.							X	
7.3	Develop plan for providing instructional support services for CBC.							X	
7.4	Design a regional CBC community participation plan.							X	
8.2	Develop an identification plan for personnel to support CBC.								X
1.10	Delineate performance objectives to accomplish CBC responsibilities.	X							
1.11	Identify resources needed.	X							
2.17	Delineate performance objectives.		X						
2.18	Identify resources needed.		X						
3.7	Delineate performance objectives.			X					

	TASKS	PRIMARY RESPONSIBILITY ALLOCATIONS							
		1.0 S	2.0 OI	3.0 DP	4.0 PPS	5.0 DRE	6.0 OSA	7.0 RO	8.0 OMS
3.8	Identify resources needed.			X					
4.1	Develop in-service package on purposes and techniques of testing to determine effectiveness of instruction and student progress.				X				
4.3	Develop a model for a test development unit.				X				
4.5	Delineate performance objectives.				X				
4.6	Identify resources needed.				X				
5.7	Delineate performance objectives.					X			
5.8	Identify resources needed.					X			
6.6	Delineate performance objectives.						X		
6.7	Identify resources needed.						X		
7.5	Delineate performance objectives.							X	
7.6	Identify resources needed.							X	
8.9	Delineate performance objectives.								X
8.10	Identify resources needed.								X
1.9	Determine collective resources needed to implement CBC.	X							
2.8	Establish a Test Development Unit.		X						
2.15	Develop an instructional materials selection process.		X						
2.16	Review all proposals for funding to determine if they support CBC.		X						
3.1	Conduct a system's needs assessment.			X					
3.3	Review all proposals for CBC compliance.			X					
3.4	Update facilities requirements.			X					
3.5	Update equipment standard lists for facilities.			X					

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	TASKS	PRIMARY RESPONSIBILITY ALLOCATIONS							
		1.0 S	2.0 OI	3.0 DP	4.0 PPS	5.0 DRE	6.0 OSA	7.0 RO	8.0 OMS
3.6	Assist Division of Instruction in updating instructional materials selection list.			X					
4.4	Design a CBC staff development design on testing.				X				
5.5	Design a CBC monitoring system.					X			
5.6	Design a CBC auditing system.					X			
6.2	Review all proposals for CBC support.						X		
7.2	Direct the establishment of Local School CBC Committee in ecch school.							X	
8.1	Develop a budgetary plan to support CBC.								X
8.3	Develop a CBC plan for expediting the processing of requisitions, etc.								X
8.4	Develop an operational plan for upgrading maintenance of equipment and facilities.								X
8.5	Develop a CBC process for expediting contractual services to CBC.								X
8.8	Assist Division of Instruction and Division of Planning in exploring feasibility of using computer capability to implement CBC.								X
2.9	Develop criterion for each performance task.		X						
2.7	Delineate competencies.		X						
1.8	Develop a plan for informing the Board of Education on the status of CBC implementation.	X							
2.10	Develop criterion-referenced test items.		X						
8.6	Cost out programmatic elements of CBC.								X
2.11	Design plan for field testing criterion-referenced test items.		X						
5.4	Develop recommendations on checkpoints for assessing CBC implementation.					X			

TASKS		PRIMARY RESPONSIBILITY ALLOCATIONS							
		1.0 S	2.0 OI	3.0 DP	4.0 PPS	5.0 DRE	6.0 OSA	7.0 RO	8.0 OMS
8.7	Design a plan to accomplish scoring of CRTs, CBC scheJuling, CBC monitoring of student progress.								X
2.12	Develop a plan for the instrumentation of criterion-referenced test items.		X						
2.14	Develop a CBC testing program.		X						
2.13	Develop recommendations on check points for student assessment.		X						

Prepared by

The Office of the Superintendent

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